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Career Planning Center: Development Research

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Eastern Illinois University

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CAREER PLANNING CENTER:

DEVELOPMENT RESEARCH

(TITLE)

BY

WILLIAM L. GEURIN

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1986

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

25 Jul 86
DATE

ADVISER

25 Jul 86
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CAREER PLANNING CENTER: DEVELOPMENT RESEARCH

BY:

WILLIAM L. GEURIN

B.S., Eastern Illinois University, 1965
M.S., Eastern Illinois University, 1966

ABSTRACT OF A RESEARCH STUDY

**Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education
in the Graduate College of
Eastern Illinois University at Charleston, 1986**

Charleston, Illinois

ABSTRACT

Statement of Problem

The concern of this study is the type of facility presently available for career planning activities at Mt. Carmel High School, in Mt. Carmel, Illinois. The present facility offers only a minimum opportunity to the Mt. Carmel students for effective career investigation. Hopefully the work applied to this research project will result in paving the road to a modern, successful career center at Mt. Carmel High School. This can best be accomplished by gathering the information necessary to convince the local administration and board of education through presentation of the information acquired, about the need and value of establishing a career planning center at Mt. Carmel High School.

Procedures

The project began by accumulating available materials related to career centers. Types of materials included articles dealing with career resource centers, guidelines for establishing career centers, catalogs of career center materials available, etc. After review of these materials it was still difficult to actually determine the how, what, when, and where about making recommendations for establishing a career center at Mt. Carmel High School.

Using the information acquired for direction, a number of career centers were visited and interviews conducted with the people who had hands on experience in the areas of development, operation, promotion, and evaluation. This proved to be an ideal method of gathering information and finding answers to questions that pertained directly to the situation at Mt. Carmel High School.

Conclusions

As a result of the researching process several conclusions were reached. One, there is a definite need for and a trend toward the inclusion of career planning centers in schools visited in the area. Two, the types of centers, the size, the materials included, the success of centers, etc. were directly effected by such things as economy; support of school boards; administrations; teachers; and probably most important, the person directly responsible for the operation of the center. There were many factors that have to be considered when developing and operating a career center. The specific needs of a particular community and the support of that community are important. All schools should provide career planning centers for their students and in most cases this can be accomplished. The one factor, outstanding above the rest, is the need for someone to pursue, crusade for,

and support the program, as well as to elicit the support of others for the purposes of developing and maintaining a successful and progressive career center.

Recommendations

As a result of the research conducted, and the conclusions reached, recommendations have been prepared for the superintendent and principal at Mt. Carmel High School concerning the development of a career planning center at the school. The recommendations begin with an introduction which explains the reasons and needs for establishing a career center. Next is an outline of steps to follow for setting up a career center. The recommendations also discuss location and physical structure of a center for Mt. Carmel High School. Approximate costs and some suggestions for means of financing the project are also included. Also recommended is the inclusion of a career planning class at Mt. Carmel High School which would help facilitate the use of the career center. Some suggestions and proposals for operation and evaluation are also included in the recommendations. Guidelines, suggestions and encouragement for the establishment of a career center at Mt. Carmel High School have been provided but also the importance of support and assistance from the administration, board of education, teachers, and members of the community is strongly emphasized.

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CHAPTER I

Introduction

The initial work on this project began in June, 1985. Information was gathered about career guidance centers and career planning classes being taught in secondary schools. The results of the work done at that time were the accumulation of a wealth of materials relating to both career guidance centers and career classes as applied to secondary school situations.

Work on this project was conducted with the specific purpose of applying the use of the information to the betterment of Wabash Community Schools, District #348, located in Mt. Carmel, Illinois. The initial undertaking of this overall project was first discussed with Mr. Larry Bradfield, Superintendent of Schools in Mt. Carmel; Mr. Gene Sams, Principal of Mt. Carmel High School, and Mr. Paul Henegar and Mr. Ray Winkler, Guidance Counselors at Mt. Carmel High School. Other people contacted about the project were counselors presently working at the junior high school and teachers, too numerous to list, employed at various levels of the K-12 community school system.

After determining that there was true interest, support, and concern on the part of many people in the Wabash School system, work began on the project.

As a result of the initial information gathering phase of this project, a unit on career planning is now

being taught to all sophomores at Mt. Carmel High School during the 1986-87 school year. The unit requires approximately four to six weeks of classroom work along with additional outside work involving researching careers through interviews, use of published materials, and writing to obtain special information. This class, in all probability will continue to grow and change with the changing career planning demands.

The purpose of the present phase of this project is to compile information about career guidance centers in secondary school settings, in communities comparable to Mt. Carmel, and then to make a proposal to the Administration and Board of Education for the development of a center at Mt. Carmel High School.

Many students are not being exposed to information to help them research the many career possibilities that may be of interest to them. Young people generally received some direction from parents, friends, other relatives and adults, their environment, etc., but unfortunately this may be very limited exposure. It is limited in that the only information they may receive is what these people have experienced or what their environment has to offer.

There are so many different careers that students can, with professional help and guidance, learn about

once they develop the skills of career researching. With the undertaking of this project, specific goals were established.

These goals were as follows:

1. To improve on and add to the materials now available in the Mt. Carmel School system for career planning.
2. To improve on the physical facilities and develop a center that would be functional.
3. To find and pursue avenues for necessary funding of the career center.
4. To gain support for the development of a career center from the teachers, administration and community.
5. To present the findings and recommendations as a result of this project to the administration and board of education with the sincere hope that the center will be operational within one year after the findings of the project are submitted.

Making career decisions may be the single most important decision that people have to make. Deciding what they like, what they want, where they want to live and work, what to expect, and how to decide are examples of questions that students will be better able to answer with the establishment of a successful career center at Mt. Carmel High School.

CHAPTER II

Research

The strategy adopted for researching this project was arrived at based on the constantly changing variables affecting today's world of education. The variables that educators have to contend with include the economic conditions in their particular environment as well as local and national trends in changing work and life patterns. During the months over which this project has continued, the strategy for research was that of talking to and visiting people actively involved with career guidance centers (Appendix A).

Under the direction of Dr. Paul Overton, individuals who were actively involved in working in career guidance centers were contacted and interviewed. This type of contact helped lead to a number of different people and, through networking from person to person and location to location, information was acquired from a cross section of people.

The first location visited was the Career Counseling Center at Eastern Illinois University. An introduction to the use of the computer as an aid in a career center was received as well as information about the programs used in the center at Eastern. Most information found at Eastern was directed toward college students needing

information about specialized training and graduate as well as post graduate work. The computer helped locate programs, schools, costs, entrance requirements, job forecasts, financial aid available, etc. The information available to students is almost unlimited; however, these types of programs are rather expensive. Along with the information from the computer programs, the center included a large number of catalogs and literature from other colleges.

Next visited was Wabash Valley Junior College in Mt. Carmel, Illinois, and the Learning Skills Center which includes the career information materials. Wabash Valley Junior College was visited because of the location, and the possibility of cooperative use of materials and facilities. After visiting the center and receiving an informative tour, a much better concept about the variety of materials available was realized.

The center included a free materials section, a higher education section, vocational or technical section, and a special section for students presently enrolled in transfer programs. The Center Director felt that the equipment and programs in the center that are of greatest importance are as follows:

1. The Vocational Interest Service, which is a series of tests administered to students and conducted through a cooperative Junior College program.

2. The Chronicle Guidance View-Deck.
 3. The Computerized Career and Assessment Planning Programs from Systems Design Association, Inc.
- One point emphasized was that only one person at a time could use the Computerized Career Planning Program.

The Career Guidance Center at Newton High School, Newton, Illinois, was visited during the Summer of 1985. The center consisted of a room approximately 15' x 30' in size which was directly adjacent to the offices of some of the staff members. The center included materials on military careers, higher education, special and technical schools, and a free materials area. The director emphasized the importance of including a career planning class in the school curriculum. Newton High School has two counselors conducting a career planning class which is required of all students and is a semester in length. The center was well organized, with the different areas being labeled and easy to find. There were shelves and file cabinets located around the room and tables and chairs for people using the center. The center could possibly accommodate about fifteen-twenty people.

An interview was conducted with the Regional Director of #9 Career Guidance Center in Mattoon, Illinois during the Summer of 1985. Dr. Paul Overton suggested the interview

because the directors present position, experience, and involvement in helping to develop guidelines for planning and establishing career centers. A packet of information was received that was compiled by regional directors during a workshop designed to establish recommendations for the development of career centers.

The materials received were very complete and of excellent quality. The materials were used as a basis for comparing centers and materials used in other centers. Following is a list of the materials referred to in researching other centers and used as guides for preparing proposals for the career center at Mt. Carmel High School.

1. Planning A Career Resource Center (Appendix B)
2. How to Set Up a Career Resource Center (Appendix C)
3. Guidelines For the Selection of Career Education Materials (Appendix D)
4. Selection Criteria (Appendix E)
5. Career Center Materials (Appendix F)
6. Priority List (Appendix G)
7. Self-Directed Career Center (Appendix H)

"Planning A Career Resource Center" is a basic, eight activity outline, which is quite helpful in organizing the problems that must be dealt with when developing a center.

"How To Set Up A Career Resource Center" is an outline developed by the workshop members that begins with planning and includes choosing materials, special programs, job placement, public relations, student and faculty involvement, etc.

"Guidelines for Selection of Career Education Materials" deals with the importance of selecting materials that will have a major effect on students. A checklist for matching the material to the student needs, and a checklist for judging bias in the materials are included in this paper.

"Selection Criteria" presents a series of questions which can be very helpful in determining the value of materials for a particular career center.

"The Career Center Materials" list included many resource materials, and suppliers mailing addresses. The members of the Planning Workshop felt they should be included in a top caliber career center.

Also included is a "Priority List" which makes recommendations about items to be ordered because of their importance and usefulness, as funds are available.

The information on the "Self-Directed Career Center" is very complete and outlines the components and operation of a Self-Directed Center. Included is a description, purpose, benefits, uses, procedures, contents, materials,

planning tips, as well as suggestions for improving and developing support for the Self-Directed Center.

All of the above materials were very helpful and are included in the appendices so others working on a similar project will be able to find all of this information in one location.

The next center location was in Mattoon, Illinois. The recommendations to visit Mattoon High School were based on the reputation of Mattoon High School as having one of the most outstanding and modern career centers in Southern Illinois. Credit must be given to those who spent time and effort working to develop the Career Center at Mattoon High School and selling the proposals to the local school board, administrators, community, and teachers.

The center director spent some time going over a list of materials found in the center and emphasized which were used and most important to the center. The various sections included:

1. Occupational Information Section
2. Military Careers
3. College Information
 - A. Four Year
 - B. Two Year
4. Higher Education Information
5. Scholarship Information
6. Test Information

7. Large Map of State of Illinois

8. Teacher Input Section

The physical structure of the center was very impressive. The room was carpeted, and very spacious, approximately 40' x 60'. Around the room attached to the walls were bookshelves, bulletin boards, work benches with electrical outlets for computers and other equipment, along with attractive posters identifying the various sections of the center. There were also tables and chairs available so approximately thirty people could use the center at one time.

The director also pointed out some factors that affect the success of a career center. General comments from that meeting are as follows:

1. Teacher input and support is vital.
2. A career planning class is very helpful in the utilization of the center.
3. The center should be kept up to date which requires annual expenses.
4. Support of the board, administration, and community is important to the success of the center.
5. Students have to feel welcome and be encouraged to use the center.

The director in an effort to improve on the center and to strengthen the relationship with the faculty,

mentioned the addition of information on teacher testing programs, for the teachers own benefit, to help them be aware of and deal with the man changes facing the field of education.

Tuscola High School was the next and final visit made in the effort to observe and gather first hand information about developing and operating a career resource center. The director discussed the facility and programs, and the methods used to encourage the students to use the career center. The career planning programs actually starts in grade school beginning with interest inventory testing. Many of the same materials found in other centers were used at Tuscola with preferences expressed in the Key Sort, and COPS Interest Inventory. The center included the following:

1. Military Career Information
2. College Information
3. Trade School and Vocational School Information
4. Free Materials Section
5. Reference Books for Exploring Careers

The Tuscola Center offered an opportunity to observe a center established with somewhat limited facilities and funds for a smaller high school. The director discussed the Self-Directed Center approach, and expressed that the program was good, sound but not feasible without a

required career planning class, and required use of the center to follow through the various steps of the program. It was also mentioned that the Self-Directed Center requires an enormous amount of material which may never be used in a smaller school.

CHAPTER III

Conclusions

The information available on the subject of developing an effective career center is abundant and of great variety. The needs of different schools and communities are also of great variety. Information was obtained which will be beneficial as guides to follow and use in working to develop a career center at Mt. Carmel High School.

A copy of a proposal made to the Superintendent of Schools, Community Unit #2, Mattoon, Illinois, with recommendations for establishing a career center at Mattoon High School was obtained. The proposal was prepared by two staff members at Mattoon High School. The Proposal included information about a career resource center, money needed, space, equipment, furniture, supplies, career center materials, information on planning a career center, as well as guidelines for selecting materials. The proposal will be used as a guide in preparing recommendations for Mt. Carmel High School.

The school programs visited seemed to have many common goals, although the choices of materials included and the procedures of operation varied some at each different center. The goals of each center visited seemed to be similar. Each center actively worked to gather as much career information material together as possible

which was felt to be of importance in their particular area, as well as special information for special interests of students. The centers were concerned with providing assistance to students in locating, evaluating, and using career information. Also of importance was help for students with awareness of individual interests and abilities, and help in developing decision making skills. The centers intended to help students with life expectations and accomplishments. The programs operated through the centers were on-going, helping the users while in grade school, high school, and in many cases post-graduates. All of the centers visited, included information about occupations, vocations, and continuing education, and in most cases counseling, individual appraisal, as well as some placement services.

There was agreement among the people interviewed about real need for strong career centers in the schools and communities. The increase in unemployment, and changes in technology, were reasons given to support the need for career centers and counseling. In today's society, many adults seek career changes for reasons of personal growth and economic improvement.

The suggestions and ideas received from the many people visited can be combined into a few basic concepts.

1. Planning - The materials obtained as well as the people interviewed all stressed the importance of planning and conducting a needs assessment to determine the needs and desires of the different groups who will be using the center. During these planning stage, stages, teachers, counselors, administrators, students, and the community should be contacted for purposes of original input to determine needs and to develop good working relationships.
2. Physical Structure - The centers visited and people interviewed were all concerned with the size and location of the center. There were huge differences in the sizes of various centers. The size usually depends on the demands of the local budget and present facility. The size may be a very small area, or a room at large as a library. A good location provides accessibility to teachers and students, space for storage and display of necessary materials, and room for some unsupervised use.
3. Supervision - The centers visited all had certified guidance counseling as supervisors. Some of these people had full time responsibilities in the career center; however, once again the

economy regulates in many ways what can be accomplished. In most situations the counselors had many other responsibilities such as scheduling classes, class schedules, personal counseling, staffings, parent conferences, etc.. Some career center assistance was obtained through community and student volunteer help.

4. Material Selection - All of the people interviewed recommended obtaining any and all free materials that would be useful. The materials included education, occupational, and personal-social information. A variety of audiovisual equipment was used as well as many new computer programs. The importance of involving the teachers in the process of choosing materials for the center was emphasized by most of the people interviewed. Many of these same people can be utilized as resource people in the future.
5. Financing - This presents a problem for many schools and the centers visited each expressed a concern with this particular problem. The figure of \$5,000.00 or more for initial installation seemed to be what most people thought original costs may be based on their

past experiences. An annual expense of \$2,000.00 to \$3,000.00 for updating seemed to be satisfactory.

6. Services, Activities, and Publicity - Keeping in touch with the community, teachers, students and administration is very important. Each center used a variety of programs and activities for publicity; such as open houses, career days, career weeks, bulletin boards, newsletters, etc. Career visit days to local businesses and industries as well as school visitations by resource people in the community are types of activities which create interest in the center as well as publicity for the career center.
7. Evaluation - The center must be used in order to be successful. Record keeping is important in determining the progress of the center. Questionnaires were used to have students, teachers, and administrators rate the center and its effectiveness as well as the attitudes of people about the center. Client placement results are another means used to evaluate a center.
8. Career Classes - Although all of the schools visited did not offer a career planning class, the counselors/directors interviewed agreed

that a good career planning class could have a very positive effect on the success of the career center. The classes being taught ranged from three weeks, to a semester in length and dealt with decision-making skills, self awareness, interests, inventory testing, career explanation, and use of the career center.

CHAPTER IV

Recommendations

The goal of this project originally was to accumulate information about career centers with the specific purpose of preparing recommendations for the administration of Mt. Carmel High School about improvements that can be made to develop a productive career center at Mt. Carmel High School. The presentation will include information about qualifying the need for the center, recommendations about physical design and location, selection of materials, public relations during development, and financing. The rest of this chapter will be the actual recommendation prepared for presentation to the Principal of Mt. Carmel High School, Mr. Gene Sams, and to the Superintendent, Mr. Larry Bradfield.

CAREER PLANNING AND COUNSELING CENTER

MT. CARMEL HIGH SCHOOL

Submitted to:

Mr. Larry Bradfield

Superintendent of Wabash Country

School District #348

and

Mr. Gene Sams

Principal, Mt. Carmel High School

Prepared by:

Bill Geurin

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Introduction

Mt. Carmel High School, like many other schools, has for years maintained career information materials in an area for those students who actively seek that information. Teachers occasionally present information about careers in their individual area of interest or instruction. Some classes may even devote time to units on career development. Books and information on careers can be found in many classrooms and also in the Library. However these techniques cannot effectively reach all of the students in our community and school.

People who are associated with education today are aware of the many changes taking place in the areas of occupational and vocational choices. Growing unemployment, changing work requirements, and changes in technology are reasons why a career center is important to our school and community, and also why this material must be constantly updated.

When a good career information materials are gathered and available in a specific location, students will voluntarily use the center. Counselors, teachers, and parents can encourage the students to use the center for educational and occupational research. The career center should become the one central location for all resources such as films, filmstrips, computer programs, and printed materials about career planning.

How To Set Up A Career Resource Center

- I. Steps on Setting-Up a Career Resource Center
 1. Planning
 2. Gathering and selecting materials
 3. Attracting and holding attention
- II. Planning
 1. Identify involved and interested parties.
 2. Secure administrative support.
 3. Pick a location.
 - A. Is it convenient?
 - B. Is it of adequate size?
 - C. Can it be modified?
 - D. Is it attractive and comfortable?
 4. Determine interest sections and allocate space.
- III. Selecting and Gathering Materials
 1. Selection criterion
 - A. Is the material appropriate?
 - B. Is the material bias?
 2. Source of materials
- IV. Higher Education Selection
 1. College catalogs
 2. Lovejoy's College Guide
 3. Barron's Guide to the Two-Year College
 4. Barron's Profile of American Colleges
 5. Guide to College Majors

V. Specialized Schools Section

1. Trade and vocational schools catalogs
2. Unions and apprenticeship programs
3. Lovejoy's Career and Vocational School Guide
4. American Trade Schools Directory

VI. Financial Aids Section

1. Local, state or national
2. Vocational or individual
3. The Office College Entrance Examination
Board to Financial Aid for Students and
Parents
4. Student Aid Manual
5. Local chamber of commerce, E.S.R. Office,
college of your choice

VII. Occupational Information Section

1. Job related skills
2. Labor market trends
3. Local job requirements
4. Occupational Outlook Handbook
5. Occupational Outlook Quarterly
6. Exploring Careers
7. Dictionary of Occupational Titles
8. Occupational Outlook Information Report
1974-1985

VIIII. Job Briefs/Free Materials Section

1. Pamphlets, brochures, articles on occupations
2. Commercial sources
3. Mailing labels
4. Educators Guide to Free Guidance Materials
5. Curriculum Publications Clearinghouse
6. U.S. Department of Labor

IX. Military Career Section

1. Army, Navy, Marines, Air Force
2. R.O.T.C. Programs
3. Occupational Source Book

X. Values Clarification Section

1. Attitudes toward self and others
2. Positive self development
3. Decision making and value clarification exercises

XI. Testing Section

1. Interest inventories, aptitude test, college entrance exams
2. Interest Inventories: A Counselor's Sourcebook
3. Doing Your Best On Aptitude Tests

XII. Leisure Time Section

1. Hobbies and careers
2. School clubs
3. Community organizations

XIII. Audio/Visual Section

1. Present equipment
2. Budget capabilities

XIV. Community Resource Section

1. Classroom speakers/career visit sites
2. Human service directories

XV. Computerized Guidance System Section

1. VIP
2. GIS
3. Discover
4. SIGI

XVI. Job Placement Section

1. Pre-employment skills
2. Local job opportunities
3. Illinois Job Service
4. Federal and State Civil Services
5. Curriculum Guide for Pre-Employment Skills
6. Occupational Survival Skills Manual
7. CAPS Resource Manual
8. CARE Kit
9. College Placement Council materials
10. Paperbacks and workbooks

XVII. Women's/Emerging Occupations Section

1. Special population groups
2. Non-traditional jobs

3. New or emerging employment prospects
4. A Working Women's Guide to Her Job Rights

XVIII. Undecided Corner Section

1. Educational and career choices
2. Course descriptions
3. Biographies
4. Skill identification exercises

IXX. Display/Reading Area Section

1. Magazines
2. Games
3. Expanding Career Horizons

XX. Educational Information

1. College night
2. Individual college recruiters
3. Financial Aids workshop
4. Apprenticeship workshop
5. College entrance exams workshop

XXI. Career Information

1. Career of the week/month
2. Career education/guidance class
3. Career day/job fair
4. Mini career days
5. Case studies
6. How to write for free information workshop
7. Military recruiters

XXII. Personal/Social Information

1. Testing service
2. Small group sessions
3. Peer group counseling
4. Volunteer bureau
5. Party exercise

XXIII. Special Interest Information

1. Film Fair
2. Movies of the week/month
3. Student slide show
4. Speaker of the week/month
5. Tape-a-job
6. Career visits
7. Job Placement Service
8. Job clubs
9. Application workshop
10. Resume workshop
11. Interviewing workshop
12. Shadowing program
13. Community resource forum

XXIV. Public Relations Ideas

1. Orientation/open house
2. Flyer/brochure
3. Posters
4. Column in the school newspaper

5. Career resource center newsletter
6. Staff memos
7. Public address system
8. News release
9. Invitations to parents
10. Advisory committee

XXV. Faculty and Staff Activities

1. Initiate a career cart
2. Provide posters.
3. Provide bulletin board ideas
4. Provide example units
5. Volunteer to conduct classroom presentations
6. Provide free materials to staff
7. Provide bibliographies
8. Develop an audio/visual presentation
9. Have teachers preview materials

XXVI. Student Activities

1. Provide job sheets
2. Provide job cards on free information
3. Have students preview materials

Location and Physical Structure

The atmosphere and environment found in the career center is extremely important. When students enter this area, they hopefully will perceive the counseling area and career center as being very professional, well

organized, and efficient in the operations of providing scheduling, counseling, and occupational/vocational information. One vital factor in developing this attitude is the physical appearance of the career area.

Adjacent to the counseling area is a room presently used by various groups for staffings and teacher/parent/counselor conferences. While space is definitely a problem for Mt. Carmel High School, this room is the only one suitable for establishing a career center with the counseling services being maintained in the present location. Hopefully it will be possible to find another location for the meetings to be held so that this room could be used on a daily basis as the main part of the career planning center.

The room will need some additions such as work benches for VCR's, T.V.'s, computers, etc. These benches would be best located around the room attached to the walls. Above the benches would be bookshelves for printed materials. There should be electrical outlets along the wall for use of equipment on the benches. Locating the benches and shelves along the north and east walls should provide adequate room for the use of the equipment. The other wall space will provide areas for bulletin boards, special announcement boards, and maps of the tri-state area.

The center will include different interest areas which will be clearly marked and identifiable. These interest areas are usually included in a career center.

1. Free Materials
2. Audio-Visual
3. Higher Education
4. Specialized Schools - Trade and Technical
5. Financial Aid
6. Occupational Information
7. Military Careers Section

The area of the guidance and counseling facility presently housing the career materials would probably be best suited for the free materials section.

Along the south side of the main room will be located tables and comfortable chairs so people can take books and materials from the shelves and files and use them for research. File cabinets containing materials will be along the west wall. There would also be a table and chairs located in the free-materials area for student use. It is recommended that for purposes of functionalism as well as aesthetic qualities, all of the career center areas and counseling offices have wall to wall carpeting. The carpeting helps control sound and enhances the atmosphere which is hope to be achieved.

Please see the drawing for a better understanding of the recommendations.

Figure 1

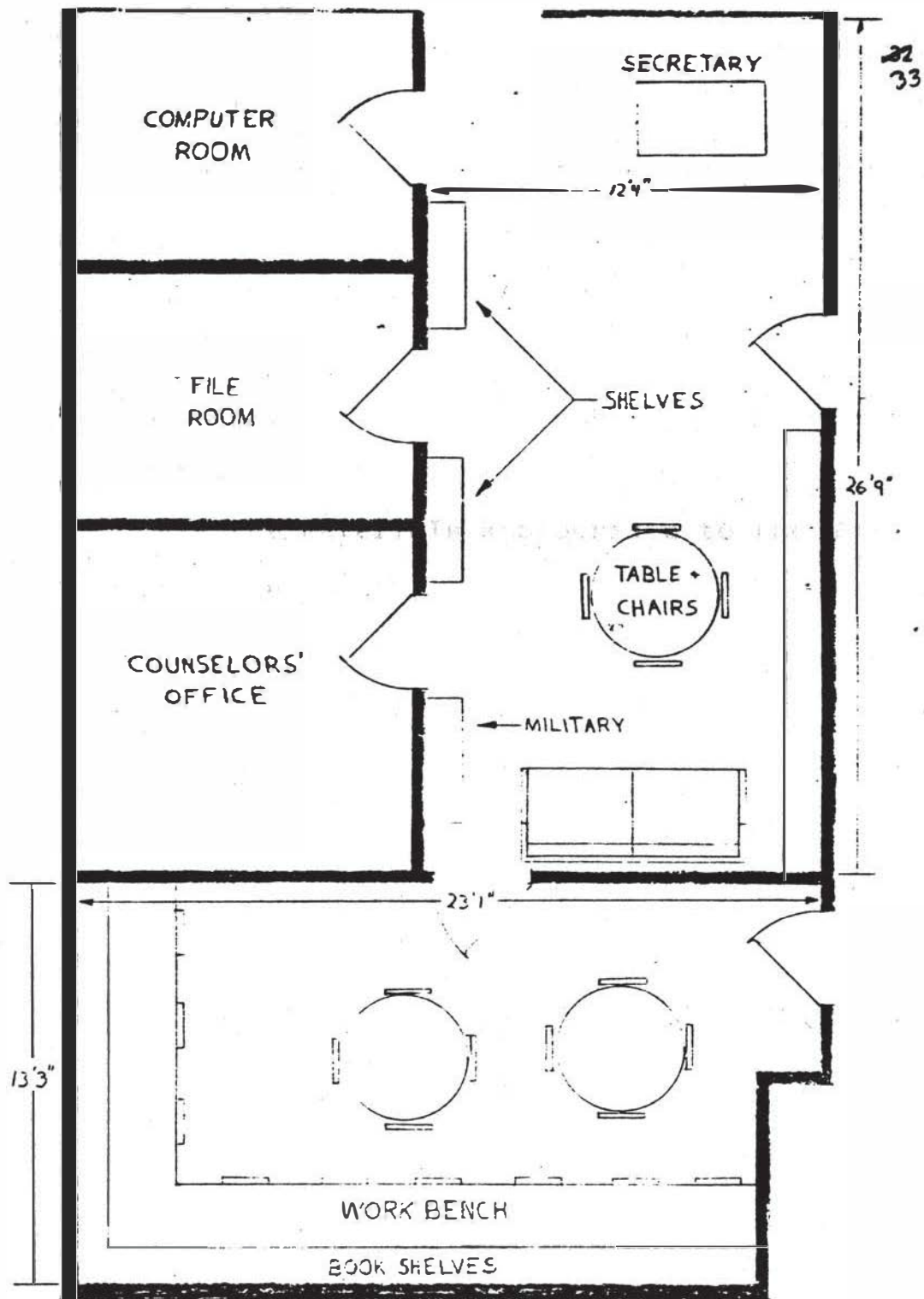
Guidelines for the Selection of Career Education Materials

The most important point to remember in selecting career education materials is that these materials will have a major effect on the students. The two most necessary considerations in the selection process are the appropriateness of the materials with respect to the students who will use them and the presence of bias towards individuals or groups with respect to race, sex, age, or exceptionality.

Career education materials are appropriate when they match the needs of the students. Several criteria can be applied to gauge the effect the materials will have on students:

1. Does the age and developmental level of the students correspond to the intended age and developmental level of the materials?
2. Does the content of the materials reflect the planned goals and objectives of the career education program or of a particular class?

FIGURE 1



3. Are the materials dated or is the information current and, therefore, more useful and interesting to the students?
4. Is the information provided accurate and thorough in its presentation?
5. What is the format of the chosen materials, is there a sufficient mix of printed and audio-visual materials.

Below is a checklist that will be helpful in judging the appropriateness of the match between materials and the students.

1. Are the materials appropriate to the age of the students?
2. Are the materials appropriate to the developmental level of the students?
3. Is the content of the materials accurate?
4. Is the coverage of the topic thorough?
5. Is the content of the materials current or dated?
6. Will the materials appeal to the students interests?
7. Does the content reflect planned goals and objectives?
8. What is the format of the materials?
9. Are the graphic attractive?

10. Is the language uncluttered, clear, and appropriate to the students understanding?
11. Is there a mix between printed materials and audio-visuals?
12. What will the lifespan of the materials be?
13. What is the cost of the materials?
14. What will be the advantages and disadvantages of using these materials?
15. What types of equipment will be necessary for use with these materials?
16. Are the materials designed for use by individual students, groups of students, or both?
17. Are the materials designed to be used easily by the students?
18. Are the suggested teaching techniques clearly identified and defined?
19. Are there evaluation materials or methods included in the materials?
20. Is there evidence that the materials have been used successfully elsewhere?

Equally as important as the appropriateness of the materials is the presence of bias. Biases of one sort or another would seem to be easily detected; but they can be very subtle. When such subtleties go undetected, they can influence the attitudes of the students.

Materials should be checked thoroughly for the presence of stereotypic behavior for any individual or group as portrayed in either language or graphics. Indicators include:

1. Racial minorities presented in lower paying, status, and responsibility occupations.
2. Males and females represented in common "leader-helper," "stronger-weaker," "competent-incompetent" roles.
3. Representation of only the physically handicapped and then only in isolated and helpless roles.
4. Representation of older people as helpless, incapable, or ineffective.

Below is a checklist that will be useful in gaging the presence of bias in materials.

1. What are your biases and how will they effect your evaluation of the materials?
2. Do the materials contain language that is racist or biased against ethnic groups?
3. Are races or ethnic groups presented in stereotypical roles or occupations, menial or serving tasks or as incompetent or confused?
4. Do the graphics support the ideas presented in 3 above?

5. Do the graphics present the current styles of dress of races and ethnic groups?
6. How is the language and behavior of races and ethnic groups handled - are there any indications of inadequacy?
7. How are older people depicted - are they competent or helpless?
8. Do the materials represent people who are exceptional?
9. Are people with exceptionalities limited to the physically handicapped?
10. Do the materials include such exceptionalities as giftedness, behavioral problems, hearing impairments, learning disabilities, mental retardation, multiple handicaps, neurological problems, physical handicaps, and serious emotional problems?
11. How are people with exceptionalities depicted - as active and involved with others or isolated and helpless?
12. Do the materials represent any form of tokenism with respect to age, race, sex, or exceptionality?
13. Are the materials free from value judgments in language and graphics with respect to all individuals and groups?

14. Is the worth and uniqueness of all people emphasized rather than the differences that exist?

Suggested Cost And Financing

Based on the general plans and ideas presented, some cost figures and means of financing can be projected. The figures and plans may alter or vary during the actual planning stages. The figures presented are results of visiting other newly established career centers and talking with people who have been active in developing and equipping centers in the recent past.

Equipment and Furniture

file cabinets, work benches, tables	
chairs, book shelves, bulletin	
boards, carpet, step stools,	
electrical work, etc.	\$4,000.00

Educational Equipment

Dukane Viewer, VCR, T.V., computer	
and printer - some equipment may	
already be available at school.	\$3,500.00

Career Center Materials

Items too numerous to list.	
These materials will be determined	
by teacher request and comparison	
of what is already available.	\$2,500.00

Audio-Visual Materials

Computer software, filmstrips,
films, micro-film, etc. An
exact listing and amount will be
determined during planning stages. \$4,000.00
TOTAL COST: \$14,000.00

At first glance this amount of money seems to be astronomical because of the present financial situation in the area of education and Mt. Carmel High School. Through proper channels, however, this amount of money can be raised with very little expense to the local school district.

Possible Sources of Funds

1. Special grants from the 1986 Guide to Federal Funding for Education.
2. Guidance Department Budget
3. Community Service Clubs
4. Business and Industry Support and Sponsorship of specific projects.

Annual budget to maintain, update and replace materials
- \$3,000.00

Career Planning Class

It is recommended that the administration incorporate a career planning class into the regular school schedule. Research has indicated that there is a need and trend

toward teaching career planning classes. Most schools visited required students to take such a class.

To outline such a program would be an entirely different project; however, it is highly recommended that all students be required to take a class dealing with career planning. The students need to face and discuss subjects such as self-awareness, interest exploration, values exploration, abilities and personality traits, strengths and weaknesses, realistic self-concepts, decision making skills, and the basis on which decisions should be made.

Students understandably may not reach a final decision on career selection, but they will develop the skills and knowledge necessary to make such a decision. They will be able to be more realistic and specific in planning and achieving goals and objectives. They will develop a more realistic outlook toward values, goals, interests, and abilities. Armed with this information and confidence the students will be better prepared for the career planning tasks.

Center Operations and Evaluation

The career planning center will be open on each school day from 7:50 a.m. until 3:30 p.m.. Under present employment status the center will have a professional counselor in the office area during the previously

mentioned time schedule. Even with the limited space, this well organized center should be able to accommodate approximately twenty people at a time.

Once again the final planning of the center will determine operational procedures; however, there are many options to be considered. Following is a very brief outline describing some uses of the center.

1. Sign up sheet available to students before school on a daily/weekly basis to reserve use of the center.
2. Requirements of the guidance department for student use of the center on a yearly basis, i.e.
 - A. 8th Grade
 - 1) Develop a list of careers interested in.
 - 2) Get information on high school classes required for these careers.
 - B. 9th Grade - View filmstrips on a monthly basis about careers.
 - C. 10th Grade - Continue to study careers and use filmstrips.
 - D. 11th Grade
 - 1) Try to gain first hand knowledge about interesting careers through summer

employment or conduct interviews and visit places of employment.

- 2) Request catalogs and applications from schools in which student is interested.

E. 12th Grade

- 1) Review employment outlook in "Occupational Outlook Handbook"
- 2) Meet with counselor about plans
- 3) Finalize career decision
- 4) Check on Financial Aid

There are numerous ways to utilize the center and materials.

1. Have a required Career Planning Class.
2. Encourage teachers to use facility with classes.
3. Have student or community helpers in the center trained to assist other students.

There are just a few examples but these choices will have to be made through close direction from the administration, board of education, and help and cooperation of the teachers in the district.

There are many methods of evaluation. One method seems to stand out and that one is statistical usage of the center. This information can be compounded on a daily basis and used on a daily, weekly, or yearly basis. If the number of people using the center declines

or does not increase, then the reasons should be explored. On occasion these statistics can be misleading so by combining statistics with questionnaires from teachers, administration and students it is hope that constant evaluation will provide a successful and effective center.

APPENDICES

APPENDIX A

Resource People

Baird, David T. M.S. in Education
Counseling Services
Eastern Illinois University
Charleston, Illinois

Barnhart, Patricia R. Ph.D.
Assistant Professor
Educational Psychology and Guidance
Eastern Illinois University
Charleston, Illinois

Doty, Marge
Director, Career Planning Center
Wabash Valley College
Mt. Carmel, Illinois

Henager, Paul
Guidance Counselor
Mt. Carmel High School
Mt. Carmel, Illinois

Kearens, Bob
Guidance and Administration
Newton High School
Newton, Illinois

McDonald, Fred
Career Center Director
Tuscola High School
Tuscola, Illinois

Overton, Paul D. Ed.D.
Chairman and Professor
Educational Psychology and Guidance
Eastern Illinois University
Charleston, Illinois

Panek, Chris Franklin
Career Guidance Center - Region 9
Mattoon, Illinois

Welton, Duane
Career Center Director
Mattoon High School
Mattoon, Illinois

Williams, Nelson

Counseling & Instructor - Career Planning

Newton High School

Newton, Illinois

Winkler, Ray

Guidance Counselor

Mt. Carmel High School

Mt. Carmel, Illinois

APPENDIX B

Planning A Career Resource Center

Activity #1: Components of a Career Resource Center

- A. Education, Work, and Leisure Information
- B. Self-Assessment Materials
- C. Education and Work Placement Services
- D. Teacher Resource Material
- E. Career Counseling and Guidance Services

Activity #2: Steps on Setting-Up a Career Resource Center

- A. Needs Assessment
- B. Write Objectives and Choose Programs
- C. Identify Programs/Activities/Services
- D. Analyze Requirements and Choose Programs/Activities/Services for Implementation
- E. Identify Tasks
- F. Assign Responsibility

Activity #3: Needs Assessment

Identify: Sections

Location and Setting

Population

Sub-Population

Needs of each Sub-Population

Activity #4: Write Objectives

- Choose three of the five identified needs for your chosen sub-population.
- Write one objective for each of these needs.

Activity #5: Identify Programs/Activities/Services

- Choose one of the three objectives written.
- Identify three P/A/S for objective chosen.

Activity #6: Analyze Requirements and Choose Programs/Activities/Services for Implementation

- For each of the three P/A/S chosen, analyze requirements for space, equipment, budget, materials, and people.

Activity #7: Identify Tasks

- Identify and analyze tasks to implement each P/A/S chosen.

Activity #8: Assign Responsibility

- Develop a two-dimensional responsibility chart.

APPENDIX C

How To Set Up A Career Resource Center

- I. Steps on Setting-Up a Career Resource Center
 1. Planning
 2. Gathering and selecting materials
 3. Attracting and holding attention
- II. Planning
 1. Identify involved and interested parties.
 2. Secure administrative support.
 3. Pick a location.
 - A. Is it convenient?
 - B. Is it of adequate size?
 - C. Can it be modified?
 - D. Is it attractive and comfortable?
 4. Determine interest sections and allocate space.
- III. Selecting and Gathering Materials
 1. Selection criterion
 - A. Is the material appropriate?
 - B. Is the material bias?
 2. Source of materials
- IV. Higher Education Selection
 1. College catalogs
 2. Lovejoy's College Guide
 3. Barron's Guide to the Two-Year College
 4. Barron's Profile of American Colleges
 5. Guide to College Majors

V. Specialized Schools Section

1. Trade and vocational schools catalogs
2. Unions and apprenticeship programs
3. Lovejoy's Career and Vocational School Guide
4. American Trade Schools Directory

VI. Financial Aids Section

1. Local, state or national
2. Vocational or individual
3. The Office College Entrance Examination
Board to Financial Aid for Students and
Parents
4. Student Aid Manual
5. Local chamber of commerce, E.S.R. Office,
college of your choice

VII. Occupational Information Section

1. Job related skills
2. Labor market trends
3. Local job requirements
4. Occupational Outlook Handbook
5. Occupational Outlook Quarterly
6. Exploring Careers
7. Dictionary of Occupational Titles
8. Occupational Outlook Information Report
1974-1985

VIIII. Job Briefs/Free Materials Section

1. Pamphlets, brochures, articles on occupations
2. Commercial sources
3. Mailing labels
4. Educators Guide to Free Guidance Materials
5. Curriculum Publications Clearinghouse
6. U.S. Department of Labor

IX. Military Career Section

1. Army, Navy, Marines, Air Force
2. R.O.T.C. Programs
3. Occupational Source Book

X. Values Clarification Section

1. Attitudes toward self and others
2. Positive self development
3. Decision making and value clarification exercises

XI. Testing Section

1. Interest inventories, aptitude test, college entrance exams
2. Interest Inventories: A Counselor's Sourcebook
3. Doing Your Best On Aptitude Tests

XII. Leisure Time Section

1. Hobbies and careers
2. School clubs
3. Community organizations

XIII. Audio/Visual Section

1. Present equipment
2. Budget capabilities

XIV. Community Resource Section

1. Classroom speakers/career visit sites
2. Human service directories

XV. Computerized Guidance System Section

1. VIP
2. GIS
3. Discover
4. SIGI

XVI. Job Placement Section

1. Pre-employment skills
2. Local job opportunities
3. Illinois Job Service
4. Federal and State Civil Services
5. Curriculum Guide for Pre-Employment Skills
6. Occupational Survival Skills Manual
7. CAPS Resource Manual
8. CARE Kit
9. College Placement Council materials
10. Paperbacks and workbooks

XVII. Women's/Emerging Occupations Section

1. Special population groups
2. Non-traditional jobs

3. New or emerging employment prospects
4. A Working Women's Guide to Her Job Rights

XVIII. Undecided Corner Section

1. Educational and career choices
2. Course descriptions
3. Biographies
4. Skill identification exercises

IXX. Display/Reading Area Section

1. Magazines
2. Games
3. Expanding Career Horizons

XX. Educational Information

1. College night
2. Individual college recruiters
3. Financial Aids workshop
4. Apprenticeship workshop
5. College entrance exams workshop

XXI. Career Information

1. Career of the week/month
2. Career education/guidance class
3. Career day/job fair
4. Mini career days
5. Case studies
6. How to write for free information workshop
7. Military recruiters

XXII. Personal/Social Information

1. Testing service
2. Small group sessions
3. Peer group counseling
4. Volunteer bureau
5. Party exercise

XXIII. Special Interest Information

1. Film Fair
2. Movies of the week/month
3. Student slide show
4. Speaker of the week/month
5. Tape-a-job
6. Career visits
7. Job Placement Service
8. Job clubs
9. Application workshop
10. Resume workshop
11. Interviewing workshop
12. Shadowing program
13. Community resource forum

XXIV. Public Relations Ideas

1. Orientation/open house
2. Flyer/brochure
3. Posters
4. Column in the school newspaper

5. Career resource center newsletter

6. Staff memos

7. Public address system

8. News release

9. Invitations to parents

10. Advisory committee

XXV. Faculty and Staff Activities

1. Initiate a career cart

2. Provide posters

3. Provide bulletin board ideas

4. Provide example units

5. Volunteer to conduct classroom presentations

6. Provide free materials to staff

7. Provide bibliographies

8. Develop an audio/visual presentation

9. Have teachers preview materials

XXVI. Student Activities

1. Provide job sheets

2. Provide job cards on free information

3. Have students preview materials

APPENDIX D

Guidelines for the Selection of Career Education Materials

The most important point to remember in selecting career education materials is that these materials will have a major effect on the students. The two most necessary considerations in the selection process are the appropriateness of the materials with respect to the students who will use them and the presence of bias towards individuals or groups with respect to race, sex, age, or exceptionality.

Career education materials are appropriate when they match the needs of the students. Several criteria can be applied to gauge the effect the materials will have on students:

1. Does the age and developmental level of the students correspond to the intended age and developmental level of the materials?
2. Does the content of the materials reflect the planned goals and objectives of the career education program or of a particular class?
3. Are the materials dated or is the information current and, therefore, more useful and interesting to the students?
4. Is the information provided accurate and thorough in its presentation?

5. What is the format of the chosen materials, is there a sufficient mix of printed and audio-visual materials.

Below is a checklist that will be helpful in judging the appropriateness of the match between materials and the students.

1. Are the materials appropriate to the age of the students?
2. Are the materials appropriate to the developmental level of the students?
3. Is the content of the materials accurate?
4. Is the coverage of the topic thorough?
5. Is the content of the materials current or dated?
6. Will the materials appeal to the students interests?
7. Does the content reflect planned goals and objectives?
8. What is the format of the materials?
9. Are the graphic attractive?
10. Is the language uncluttered, clear, and appropriate to the students understanding?
11. Is there a mix between printed materials and audio-visuals?
12. What will the lifespan of the materials be?
13. What is the cost of the materials?

14. What will be the advantages and disadvantages of using these materials?
15. What types of equipment will be necessary for use with these materials?
16. Are the materials designed for use by individual students, groups of students, or both?
17. Are the materials designed to be used easily by the students?
18. Are the suggested teaching techniques clearly identified and defined?
19. Are there evaluation materials or methods included in the materials?
20. Is there evidence that the materials have been used successfully elsewhere?

Equally as important as the appropriateness of the materials is the presence of bias. Biases of one sort or another would seem to be easily detected; but they can be very subtle. When such subtleties go undetected, they can influence the attitudes of the students.

Materials should be checked thoroughly for the presence of stereotypic behavior for any individual or group as portrayed in either language or graphics. Indicators include:

1. Racial minorities presented in lower paying, status, and responsibility occupations.

2. Males and females represented in common "leader-helper," "stronger-weaker," "competent-incompetent" roles.
3. Representation of only the physically handicapped and then only in isolated and helpless roles.
4. Representation of older people as helpless, incapable, or ineffective.

Below is a checklist that will be useful in gaging the presence of bias in materials.

1. What are your biases and how will they effect your evaluation of the materials?
2. Do the materials contain language that is racist or biased against ethnic groups?
3. Are races or ethnic groups presented in stereotypical roles or occupations, menial or serving tasks or as incompetent or confused?
4. Do the graphics support the ideas presented in 3 above?
5. Do the graphics present the current styles of dress of races and ethnic groups?
6. How is the language and behavior of races and ethnic groups handled - are there an indications of inadequacy?
7. How are older people depicted - are they competent or helpless?

8. Do the materials represent people who are exceptional?
9. Are people with exceptionalities limited to the physically handicapped?
10. Do the material include such exceptionalities as giftedness, behavioral problems, hearing impairments, learning disabilities, mental retardation, multiple handicaps, neurological problems, physical handicaps, and serious emotional problems?
11. How are people with exceptionalities depicted - as active and involved with others or isolated and helpless?
12. Do the materials represent any form of tokenism with respect to age, race, sex, or exceptionality?
13. Are the materials free from value judgements in language and graphics with respect to all individuals and groups?
14. Is the worth and uniqueness of all people emphasized rather than the differences that exist?

APPENDIX E

Selection Criteria

1. Is the content of the item appropriate?
2. Is the item applicable to the population being served?
3. Is the material current?
4. Is the item one that will not become outdated in a short period of time?
5. Does the item have user appeal?
6. Is the information in the material accurate?
7. Is the content comprehensive?
8. Is the material free of sex stereotyping?
9. Is the material free of racial stereotyping?
10. Is the cost of the item within the budget?
11. Can replacement items for audiovisual materials be purchased at a minimal fee?

APPENDIX F

Career Center Materials

Desk Top Careers Kit
Semi-Skilled Careers Kit
Career Cluster File

Careers, Inc.
Largo, FL

Job Family Series Booklets
& Cassettes

Science Resource Assoc.
155 North Wacker Dr.
Chicago, IL 60606

Job Family Student Guide
Occupational Briefs

College Admissions Data
Service

Orchard House, Inc.
Balls Hill Road
Concord, MA 01742

Pacemaker Vocational
Readers
Job Box

Pitman Publishing
6 Davis Drive
Belmont, CA 94002
New York, NY 10019

People Working Today

Janus Book Publishing
American School prod.
208 Scarborough Ct.
Valparaiso, IN 46383

Occupational Outlook Handbook
Occupational Outlook Quarterly

Superintendent of Document
U.S. Government Printing
Office

College Admissions Data Service
Guide for Occupational
Exploration

Washington, D.C. 20402

Yourself 10 Years From Now

Harcourt Brace Jovanovich
757 Third Avenue
New York, NY 10017

Subject: -----
Object: Career Opportunities

Timeshare
Houghton Mifflin
630 Oakwood Avenue
West Hartford, CT 00611

Occupational Guidance Series

Finey Co.
3350 Gorham Ave.
Minneapolis, MI 55426

A Woman's Guide to Career
Prep: Scholarships,
Grants, Loans

Anchor Books
Doubleday & Co.
501 Franklin Ave.
Garden City, NJ 11530

Career Opportunities for Women
Scriptographic Booklet

Channing S. Bete Co. Inc.
45 Federal St.
Greenfield, MA 01301

Vocational Guidance Manuals

National Textbook Co.
8259 Niles Center Rd.
Skokie, IL 60077

Men at Work

Sheed & Warck
475 Fifth Ave.
New York, NY 10017

Blue Collar Jobs for Women

E.P. Dutton
2 Park Ave.
New York, NY 10019

Getting Yours

Hearst Corp.
959 8th Ave.
New York, NY 10019

New Job Opportunities for
Women

Publications Int. Ltd.
3323 W. Main St.
Skokie, IL 60066

If You Don't Know Where
You're Going

Argus Communications
Niles, IL 50548

On The Job

J.G. Ferguson Publishing
111 N. Wacker Drive
Suite 500
Chicago, IL 60601

Arco's Career Guidance
Series

Arco Publishing
219 Park Ave. S.
New York, NY 10003

It's Women's Work, Too
How to Decide
Police Careers for Women
Nontraditional Careers for
Women

Your Handicap - Don't Let
it Handicap You
Paraprofessions
Careers New & Unique
Work As You Like It
Your Personality & Your
Career's

Career Information Center
Series

American Trade School
Directory

Getting Skilled-A Guide to
Private Trade & Technical
Schools

Barrons' Guide to Medical,
Dental & Allied Health
Careers

Barrons' Guide to Two Year
Colleges

Barrons' Guide Am. College
Financial Aid

Barrons' Guide Jr. Community
College Aid

Barrons' Profiles of Am.
Colleges

Barrons' Profiles of Am.
College Reg. Ed.

Barrons' Compact Guide to
College Transfer

Barrons' Guide to Law Schools

Julian Messner
Schuster Blvd.
1230 Ave. of Americas
New York, NY 10020

Butterick Publishing Co.
Box 1945
Altoona, PA 16603

Croner Publications, Inc.
211-05 Jamaica Ave.
Queens Village, NY 1142
Simon & Schuster
Sutton, CO Ave.
New York, NY 10020

Barrons Educational Series
113 Crossways Park Dr.
Woodbury, NY 11797

Petersons

Annual Guide to Under-Grad
Study
National College Databank
College Admissions
Don't Miss Out
A & B's of Merit Scholarships

Petersons

228 Alexander St.
Dept. G 81
Princeton, NY 08540

College Blue Book

McMillan Publishing Co.
866 Third Ave.
New York, NY 10022

Chronicle Guidance Series

Chronicle Guidance
Publications, Inc.
Moravia, NY 13118

**ARCO Handbook of Job &
Career Opportunities**

Arco Publishing Co.
219 Park Avenue
New York, NY 10003

Lovejoy's

College Guide
Career & Vocational School
Guide
Prep School Guide

Simon & Schuster
630 Fifth Ave.
New York, NY 10020

Audio-Visual Materials

**Career Exploration
Accoustifone**

ACT Publishing Corp.

**Making it In Human Services
Business**

Current Affairs Films
Ethan Allen Highway
Ridgfield, CT

Career Ed. Series

Interpretive Education
2306 Waitens Drive
Kalamazoo, MI 49002

Careers

Pathescope Educational
Media
71 Wyman Ave.
New Rochelle, NY 10802

Careers in Agriculture

Occupational Ed. Production
Cal-Polytechnic State
University
San Luis Obispo, CA 93401

Exploring Careers Job
Survival

Society of Visual Education
Inc.
Dept. LC
1345 Diversay Parkway
Chicago, IL 60614

Women at Work
Career Decision
Job Opportunities

Guidance Associates
757 3rd Ave.
New York, NY 10017

Career for Tomorrow

American Learning Systems
Box 2173
Columbus, GA 31902

Careers in Health

Schlout Productions
Distribution Center
West Nyack, NY 10994

Careers in Home Economics

McGraw-Hill
Avenue of the Americas
New York, NY 10020

The Secretary in a Changing
Business World

Education Enrichment
Materials
New York, NY

Careers -
The paraprofessionals

Multi-Media Productions
P.O. Box 1041
Virginia Beach, VA 23451

Livelyhoods

Houghton Mifflin Co.
2 Park St.
Boston, MA 75081

Fascinating World of Work

National Career
Consultants
1300 E. Arapaho Rd.
Richardson, TX 75081

Options for Independent Living
American Women-New
Opportunities
American Man-Tradition &
Change
Career Ed. Program

Butterick Series
161 Ave. of the Americas
New York, NY 10013

Focus on the Creative Arts
Focus on the Professions
Focus on the Small Business
Economic Myths, Economic
Realities
Education for Occupations

Eye Gate Media, Inc.
146-01 Archer St.
Jamaica, NY 11435

Careers in Music

Educational Activities
1937 Grand Ave.
Baldwin, NY 11510

Business Careers Kit
College Major Careers Kit
Health Careers Kit
Semi-Skilled Careers Kit

Careers, Inc.
Largo, FL

Service Subscriptions (monthly)

College-Major Service
Desk-Top Service
Professional-Careers Service
Health/Careers Service
Semi-Skilled Careers Service

Catalogs from four-year colleges, two-year colleges,
Vo-Teach. and special institutions are to be requested.

There is a wealth of free materials to be requested.

APPENDIX G

Priority List

(Items to be ordered first as funds are available)

Desk Top Careers Kit

Career Cluster File

College Admissions Data Service

Occupational Outlook Handbook

AEL Series (McKnight)

Women at Work

American Trade School Directory 2 yr.

Barrons' Guide to Medical, Dental & Allied Health Careers

Barrons' Guide to Two Year Colleges

Barrons' Guide to Am. College Financial Aid

Barrons' Guide to Jr. Community College

Barrons' Profiles of American Colleges

Barrons' Guide to Law Schools

Petersons

Annual Guide to Under-Grad Study

National College Databank

College Admissions

A & B's of Merit Scholarships

Chronicle Guidance Series

ARCO Handbook of Job & Career Opportunities

Lovejoy's

College Guide

Career & Vocational School Guide

Prep School Guide

Audio-Visual Materials

Career Exploration (accustifone)

Careers

Career for Tomorrow

Careers in Health

Careers - The Paraprofessionals

1st Jobs

Kits

Business Careers Kit

College Major Career Kit

Health Careers Kit

Semi-Skilled Careers Kit

DUKANES (viewer for filmstrips)

APPENDIX H

Self-Directed Career Center

I. Description of the Self-Directed Career Center

The Self-Directed Career Center is a configuration of posters which outline the career development process in a flow-chart scheme. There are five main posters that represent the five stages in the career development process. These posters are labeled SELF-AWARENESS, CAREER EXPLORATION, DECISION MAKING, EDUCATION AND TRAINING, and JOB SEARCH. Each of these posters present a series of questions from the client's viewpoint. Each question in turn then directs the client to handout sheets which suggest useful activities. These activities aid the client in gathering information or answering the questions related to their career development.

II. Purpose

The Self-Directed Career Center was developed to provide schools and agencies with a ready-made, easy-to-use career guidance program. The center had to be economical, flexible, and universal. It had to be appropriate for the school or agency just initiating a career guidance program while at the same time being appropriate for the school or agency with a comprehensive career guidance program. It also had to be fully operational from the time of set-up and require minimal space and staff time.

To achieve these objectives and more, the concepts of a self-instructional career source were combined with those of a self-help career planning program. This combination permitted the development of a "stand alone" center that could be easily integrated with and enhanced by any school's or agency's existing career guidance activities.

III. Benefits

The Self-Directed Career Center provides each site with a variety of benefits.

1. For clients it visually illustrates the career development process and encourages them to be more engaged in their own career development. In doing so, their questions will be focused on specific areas of concern, making sessions with their counselor or teacher more effective.
2. For counselors it provides a visual reference point during counseling sessions with individuals and small groups, thus increasing their counseling impact upon the student or client.
3. For instructors it may serve as an outline for a career education/career guidance/job placement course.
4. For librarians and career resource center staff it serves as a system for organizing and color-coding the career information in a school or

agency office. Gaps in career information can be identified and requests for purchase of needed materials can be more easily defended.

The Center provides the means for tying together a school's or agency's career guidance resources with physically requiring the centralization of those resources to a specific location. The Center also makes a school's or agency's career guidance resources, services, and handouts more available and in a logical sequence to walk-in clients and students.

IV. Uses

The Self-Directed Career Center is ideal for CETA intake and outreach centers, high schools, correctional facilities, job clubs, adult education programs, and community based organizations providing career guidance services.

The Center is designed to incorporate and utilize the in-house resources and services at each site as well as incorporate and utilize outside resources available to each site. One outside resource can be integrated into the Self-Directed Career Center in Region 9 Career Guidance Center's Career Guidance Information System (CGIS).

The Center is designed to be utilized with any computerized guidance system, telephone system, or other support system.

V. Procedure

It is recommended that a person work through the posters over a period of time from SELF-AWARENESS through JOB SEARCH. However, persons with a specific questions can locate and find helpful information on any of the posters. Handouts may be easily substituted or added to the system. In addition, students or clients may be directed to use any local resources an agency has or referred to support services. Thus, the system can be tailored to your preferences and any unique needs or resources which are available.

VI. Contents

A. Basic Set-Up

Each set of materials includes five large career development posters (35" x 22"), two instructions posters (14" x 28"), two identical overview posters (14" x 28"), one title poster, a users manual, and 25 copies of each handout. Coded labels to identify the location of handout sheets are also provided.

To install the system as a unit, each site should have a minimum of 80 square feet of wall space at a height appropriate for client viewing and access. Dimensions for installation of the Self-Directed Career Center are as follows:

Minimum:	8' height x 10' length
Recommended:	10' height x 12' length
Ideal:	12' height x 12' length

Shelves directly beneath the posters erected on or mounted above tables are the optimal means for displaying copies of the handouts and in-house reference resources.

Supplying the tables and shelves are the responsibility of each site. Two, 5' or 6' long tables, and eight, 12' x 1', shelves will be needed with the basic set-up of the Self-Directed Career Center. How the shelves will be erected or mounted and how the posters will be affixed to the wall is the decision of each site. Each site is also responsible for the duplication of all handouts.

B. Enhancements

Presently, there are three ancillary posters that accompany the basic set-up of the Self-Directed Career Center.

Approximately 18 square feet of additional wall space is required for these posters. It is recommended that these posters be placed on a perpendicular wall, if possible, at the same height as the five career development posters. An additional table and four, 5' or 6' x 1', shelves will also be needed by sites using the CGIS.

VII. Materials

A. Posters

The posters serve as a visual guide for the use of the handouts. They may be temporarily or permanently mounted in a career resource center, library, or career corner. The recommended order and design for the posters is shown in Figure 1 in Appendix A.

On each poster are attached a set of adhesive-backed squares and rectangles. The poster title and the major sub-headings with related questions are printed on these. The squares and rectangles are in fluorescent colors so that each poster can be quickly identified. The color scheme is as follows:

YELLOW (Chartreuse)	- SELF-AWARENESS
RED	- CAREER EXPLORATION
ORANGE	- DECISION MAKING
PINK	- EDUCATION AND TRAINING
GREEN	- JOB SEARCH

The order in which a person proceeds is indicated by a color and a letter code at the bottom of each square or rectangle on the poster (e.g. RED A, RED B, RED C, etc.). This coding scheme is used so a person can easily locate the Reference Sheets and Activity Sheets associated with the questions on each square or rectangle. The arrangement of the squares and rectangles and corresponding

color/letter code on each poster is shown in Figures 2 through 6 in Appendix A.

The arrangement and the corresponding color/letter code for the CGIS is (color scheme - RED).

B. Reference Sheets:

A Reference Sheet is a handout that lists the suggested activities and any local resources for each color adhesive-backed square or rectangle on the posters. These sheets are the same color as the poster they represent, are all 8½" x 11", and have the words Reference Sheet typed in the upper left-hand corner with their corresponding color/letter code typed in the upper right-hand corner. Each reference sheet lists questions found on the adhesive-backed squares and rectangles and refers the client to Activity Sheets. The Reference Sheets are provided in Appendix B.

C. Activity Sheets:

An Activity Sheet is an exercise or reading that addresses the specific questions on each poster. Activity Sheets are listed in each Reference Sheet. These sheets are also the same color as their Reference Sheet, are all 8½" x 11", and have the words Activity Sheet typed in the upper left-hand corner with their corresponding color/letter/number code in the upper right-hand corner.

The number represents the different activities for the same questions (e.g. Red F-1, Red F-2).

Exercises or readings that a school or agency presently utilizes can be easily added to the Center as Activity Sheets. If you add Activity Sheets, you should try to keep the Reference Sheets intact. To do so you should either:

1. Change the number of subsequent Activity Sheets on both the Reference Sheet and the Activity Sheets themselves, or
2. Type on the Reference Sheet the title and directions for the new activity under the LOCAL RESOURCES HEADING.

The Activity Sheets may be arranged on shelves under the appropriate Reference Sheet and poster. This will allow the student(s) and client(s) to take one Activity Sheet at a time to work on it. It will also allow you to use any individual student or client. This set-up provides the greatest flexibility. Adequate, nearby space for students or clients to work on the Activity Sheets is recommended. The Activity Sheets are provided in Appendix C.

VIII. Planning Tips

Once a commitment is made to install the Self-Directed Career Center into a school or agency's program, it is

important that the user preview the poster directions and activity sheets. This experience will enable you to better guide your clients/students through the system. Previewing will also stimulate planning strategies and possible modifications to better meet client/student needs. Clients/students may be directed to useful local resources. Instructions to use local resources may be added on the appropriate reference sheet under the heading "Local Resources."

A. Using the Self-Direction Career Center as
an Information System:

This use of the posters and handouts is appropriate in intake centers and counseling offices where clients/students who "walk in" the door without an appointment can get some information when a counselor is not available. It may also be installed in a library or career resource center where students/clients can find helpful information. It is suggested that librarians, clerks or receptionists be given an orientation to the concepts outlined by the posters so that they can assist persons in getting started. A follow-up orientation of these staff members might focus on listening skills. If clerical assistance is not available, a slide tape or audio-tape can be developed to give the student/client a brief introduction and some encouragement to begin.

It is not recommended that the Self-Directed Career Center be set up in a hallway or school study hall. However, displays in these and other areas can serve to inform students/clients about the Self-Directed Career Center. Publicity notices, brochures and newsletters are also helpful marketing media.

Activity sheets are designed as individual handouts. However, some schools or agencies might find it helpful to staple copies of the handouts together to form packets. A packet may include all the handouts for a particular poster. However, it is probably wiser to group activity sheets by each of the squares or rectangles on a poster. This allows students or clients to select handouts for their specific concerns without wasting additional activity sheets. The appropriate Reference Sheet would be the top page on such packets.

B. Using the Self-Directed Career Center as
a Counseling Aid:

When the Self-Directed Career Center is located in a counseling office, it can serve as a visual aid during the counseling session. The counselor can refer to posters and specific handouts in order to outline the career development process or to illustrate a specific concept. When able to visually identify the steps in career planning, the client can be more self-directed and

engaged in his or her own career development. The students/clients can then come to the counselor with specific questions when a difficulty is encountered. Thus, counseling time can be more effective in reaching career guidance goals.

Students/clients need not be idle when waiting for the counselor to finish with another client. An activity sheet can also clarify client understanding of an issue when a session is interrupted by a telephone call or another client coming into the office. Thus, student or client time is used more effectively as well.

C. Using the Self-Directed Career Center with
Groups of Clients or Students:

The posters in the Self-Directed Career Center can serve as a visual outline when group counseling procedures are used. Whether a high school class or a group of adults meeting on Wednesday nights, it is helpful to show participants where you are going and how things fit together along the way. The activity sheets provided may be either supplemented with group activities or games, such as the Value Auction (JOB LINK, p. 30). Check for appropriate group activities in the follow resource materials.

JOB LINK, Career Guidance Center Region 11, 3rd

Floor Courthouse, P.O. Box 338, Olney,

Illinois 62450

Illinois Career Guidance Handbook, Curriculum

Publications Clearinghouse, Western Illinois
University, 46 Horrabin Hall, Macomb, Illinois
61455 Toll free number: 800/322-3905

CARE Kit (Revised Edition). Curriculum Publications

Clearinghouse, Western Illinois University,
46 Horrabin Hall, Macomb, Illinois 61455

WECEP Guide (Second Edition), Curriculum Publications

Clearinghouse, Western Illinois University,
46 Horrabin Hall, Macomb, Illinois 61455

Audio-visual materials may also be selected with greater effectiveness when combined with printed materials. The Career Cluster Project materials available on loan from the Career Guidance Center or through the Curriculum Publications Clearinghouse is an excellent example. (The sixteen career clusters have been incorporated into Activity Sheet Red A-1). Filmstrips on various careers or on job interviewing can also be scheduled in advance and used in an appropriate sequence of instruction/guidance. it is also helpful to utilize community resource persons as speakers or facilitators where a particular expertise is needed. See Section D, Using the Self-Directed Career Center with Community Resource Speakers.

Finally, the Self-Directed Career Center allows group members to pursue their specific needs at other times

without having to hold a question "until we get to that next week." This helps solve the problem of pacing, particularly when working with groups of adults.

D. Using the Self-Directed Career Center with
Community Resource Speakers:

You should also consider using experts from your community to assist you with any group activities. You may wish to have such a resource person talk with students/clients as they begin or complete any of the posters. Other professionals in your school or agency or from other agencies in the community would be able to add their perspective and reinforce what clients/students are learning. This would help students/clients assimilate what they learned through the poster activities. Successful career people who started in entry level jobs and worked their way to a position of responsibility and prestige are good prospects as career seminar speakers. Past graduates from a high school who are young and mobile within their career area are also interesting resource people. Always, however, attempt to recruit experienced "proven" persons who have good delivery skills and an air of self-confidence.

A phone call to invite the person and a letter of confirmation should emphasize the stage to which students/clients have progressed and an area of focus for the

resource person. Your description of your clients'/ students' needs will help them interpret their expertise into your guidance program. If your speaker can come in to see the Self-Directed Career Center, he or she will be better able to support what has been done in earlier activities.

A reminder phone call to the resource person is a common courtesy several days before the scheduled career seminar. Five minutes on the phone can usually answer any last minute questions and provide impetus for planning by the seminar speaker. A follow-up thank you letter is always appreciated.

E. Using the Self-Directed Career Center to
Organize Career Information:

In many schools and agencies, career information and reference materials are dispersed throughout various offices, departments, collections, etc. The Self-Directed Career Center can serve as a visual guide for the purpose of directing individuals to local resources that deal with a specific task in the career development process. Colored stickers can be used to code materials to the appropriate poster. Furthermore, the posters provide a framework for identifying gaps in career resource materials. Being able to visually show administrators or funders where clients/students will be impeded due

to lack of materials is often ample justification for needed purchases. Finally, the Self-Directed Career Center is useful in orienting staff to the career development concepts so that they can better assess materials and better understand the relationship of career develop to the school or agency's mission. In addition, teachers may wish to incorporate all or part of the poster activities into their instruction.

IX. Suggestions for Developing and Improving Staff and Community Support for the Self-Directed Career Center

1. Introduce the Self-Directed Career Center to the community by including it in a newsletter or mailing that goes home before the beginning of school.
2. Enlist support for the materials by presenting them to the community.
3. Contact important groups, such as librarians, instructional supervisors or department heads in your building, teaching staff at a faculty meeting, civic and service minded groups in the community. Rotary, Kiwanis, American Associations and the Local Chamber of Commerce are very important groups to visit.
4. Midway through the school year, write a feature article about the materials, including: a) a

picture of one of the seminar speakers, b) a diagram of the posters, and c) a brief description of the school's career guidance program.

5. To infuse guidance activities into vocational and traditional curriculum, develop a career education liaison with each department and meet with them at the beginning and end of the year to discuss implementation, successes and problems in the program.
6. At the conclusion of group guidance seminar, visit with each presenter and investigate the opportunity and prospects for highly motivated students or clients to shadow through the presenter's job and job site for a half day during the present year.

APPENDIX I

Self-Directed Career Center

Ordering Information

One set consists of the following:

- 1 Title poster
- 2 Instruction posters
- 2 Stages posters
- 1 Self-Awareness poster
- 1 Career Exploration poster
- 1 Decision Making poster
- 1 Education & Training poster
- 1 Job Search poster
- 1 Users Manual
- 20 Copies of each of the 118 handouts

Cost for one set: \$150.00

Order should be place through Region 9 Career Guidance Center, NE Building, Room 029, Lake Land College, Mattoon, Illinois 61938 (217) 235-3131 ext. 295.

APPENDIX J

STAGES IN THE CAREER DEVELOPMENT PROCESS

SELF-AWARENESS	CAREER EXPLANATION	DECISION MAKING	EDUCATIONAL OPTIONS	JOB READINESS
<p>Discover what you want to do.</p> <p>Identify your</p> <ul style="list-style-type: none"> -interest -skills -temperament -values -life styles -goals <p>Priorities</p>	<p>Explore where you can do what you want.</p> <p>Gather information</p> <p>Identify & investigate career possibilities</p>	<p>Decide what work you will pursue</p> <p>Set priorities and determine alternatives</p> <p>Develop a plan of action</p>	<p>Determine your training and educational needs.</p> <p>Gather information on:</p> <ul style="list-style-type: none"> 2-year colleges 4-year colleges Vocational schools <p>Explore Financial Aid</p>	<p>Learn how to get a job</p> <p>Research the job market</p> <p>Prepare for your job search</p> <ul style="list-style-type: none"> -job application forms -resumes -letters of correspondence -interviewing -assertiveness training

APPENDIX K

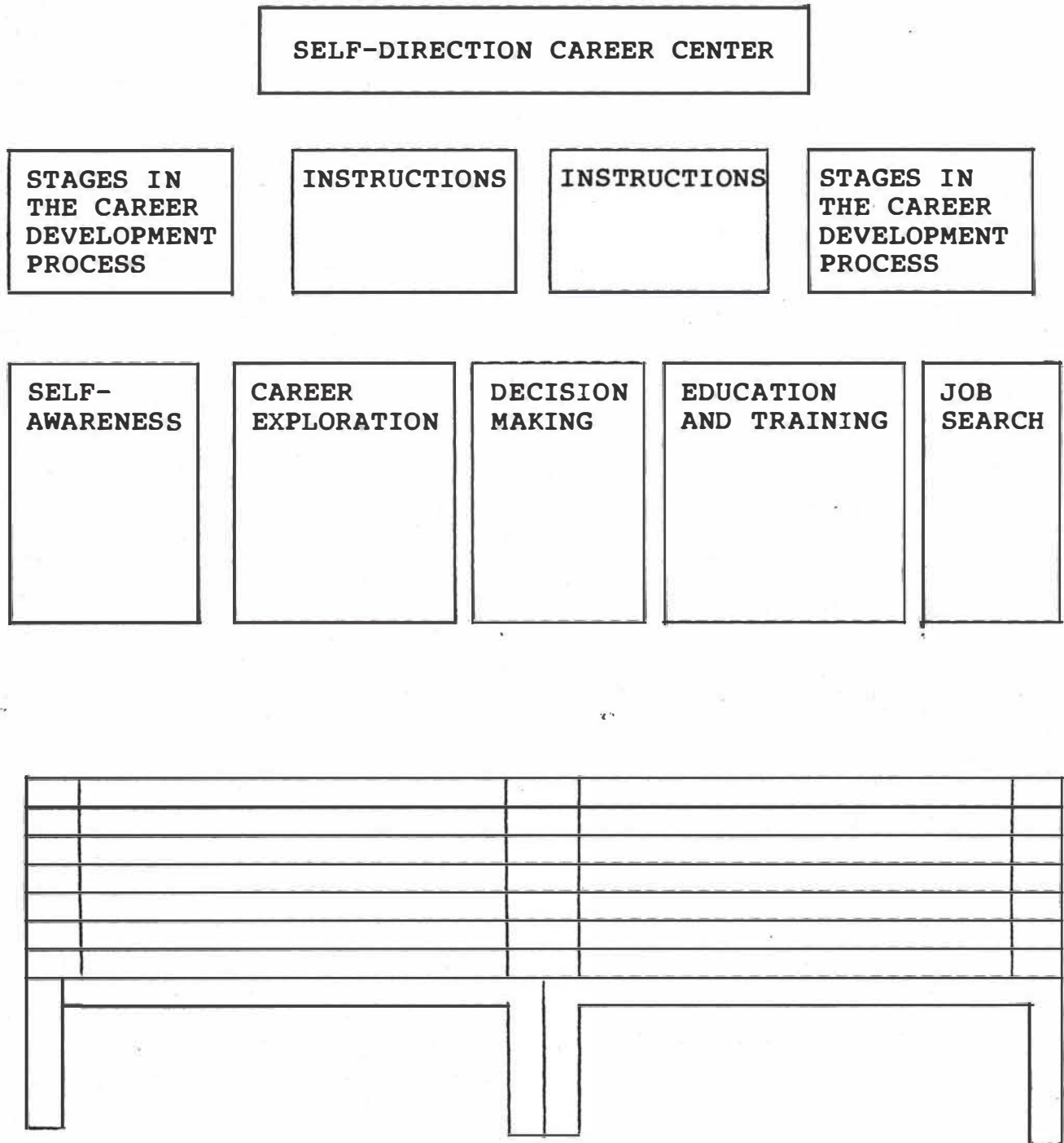


Figure 1: Recommended Order and Design for the Self-Directed Career Center Posters.